

WOLLO UNIVERSITY
INSTITUTE OF TEACHERS EDUCATION AND BEHAVIOURAL SCIENCES
DEPARTMENT OF CURRICULUM AND INSTRUCTION

COURSE OUTLINE

Course Title: Instructional Technology

Course Number: PGDT 425

Credit Hours: 2

Instructor: Ali Yassin

Course Description

The course Instructional Technology is named differently by different educators. Some call it Instructional Media. Others call it Instructional Media and Communication. Still others call it audiovisual education or educational media or educational technology. Labeling the course using terms like Teaching Aids or Instructional Material and the like is belittling the importance of media in educational processes. Synthesizing all, I prefer to call it Instructional Communication and Technology.

Whatever the course title is, the purpose of the course is almost similar: to develop the understanding and skill of teachers, school directors and other educators in general about the importance of medial and communication technologies so as to enhance students learning and teachers' presentation and teaching in the educational process. Consequently, instructional technology does not refer to educational technologies per se. it also encompasses human resources, psychological principles, theories and models of learning and communication.

To think that the two credit hours-lessons are suffice for mastering the course is naïve. Hence, university students especially at the in-service program are expected to enrich the course from their experience and further reading throughout their lives since "seeking knowledge is from the cradle to the grave".

Moreover, every teacher should be ready to familiarize himself/herself to the modern ICTs since the world is being flooded by such technologies. I believe that failure to learn the basic ICT Literacy Skills is dragging education to backwardness. One should not expect others to teach him/her basic computer skills. Rather, he/she has to do it by the self using, for example, the opportunities with the mobiles, Internet centers, and so on.

It is regrettably unfortunate to inform you that this course is not yet well organized with appropriate instructional technologies and resource centers due to the common reason: lack of budget. But I do not think that is the only reason. The gravest reason, I believe, is lack of integrating pedagogy with technology. Anyways, that is the major limitation of the course and hence you have to adapt yourself to the reality on the ground. Despite the limitations, I hope you will benefit from and enjoy the course from the experiences during the discussions in the course.

Course Objective: At the end of the course, you will be able to:

- Understand basic concepts in Instructional technology.
- Recognize the concept of communication.
- Understand the common theories and models of communication.
- Analyze the layers of selective communication processes.
- Comprehend the common barriers of effective communication.
- Understand how to select instructional technologies.
- Know the logic behind the use of instructional technologies in the educational process.
- Appreciate the use of different instructional technologies.
- Develop interest to utilize and learn more about instructional technologies.
- Recognize the strengths and weaknesses of each instructional technology.
- Evaluate the use of instructional technology in classrooms critically.

Course Contents

CHAPTER ONE: COMMUNICATION THEORIES AND MODELS

The Meaning of Key Concepts

Introduction to General Communication Theories

- Theory of Diffusion of Innovation
- The Knowledge Gap Theory (The Digital Divide)
- The Uses and Gratification Theory

Communication Theories

- Mental Model
- The Meaning of Meaning Model
- The Johari Window Model
- Modeling Theory
- The Transmission Communication Model
- Two-way communication Model
- The Audience Deterministic Model
- The Media Deterministic Model (McLuhan, 1969)

Communication Processes

CHAPTER TWO: BARRIERS TO EFFECTIVE COMMUNICATION

- Barriers to written communication
- Body language as a barrier to effective oral communication
- Barriers caused by varying perceptions of reality
- Psychological/attitudinal barriers
- Cultural Barriers
- Semantic Barriers

CHAPTER THREE: REASONS FOR USE OF MEDIA AND SELECTION OF INSTRUCTIONAL MEDIA

CRITERIA

- Reasons for using Educational Media
- Criteria for Selecting Educational Media
- Media and Instructional Process

CHAPTER FOUR: ADVANTAGES AND LIMITATIONS OF CERTAIN MEDIA

- Media Selection and use
- Pictures
- Flip charts
- Flashcards
- Graphs
- Radio
- Audio Cassettes
- Television
- Video for Teaching
- Computers
- Communication Satellites:
- *Issues in the Use of ICTs in Education*
- Key Concepts of ICT Literacy That Teachers Should Master

Assessment Strategies

- Class attendance 5%
- Class participation 10%
- Test 30%
- Group Assignment completion and presentation 15%
- Final Exam 40%

Assignments:

- **Instructional Technology Integration K-12**
- **Advantages and Limitations of Radio, TV, and Computers for Instruction**
- **The Concept of Media Education**
- **The Impact of Broadcast and Streaming video in Education in the 21st Century**
- **Instructional Technology for Distance education**
- **Learning Styles and Instructional Media**
- **The History and Future of Educational Media**
- **Multiple Intelligences and the Use of Instructional Media in Education**
- **The Use of Satellite TV Instruction in Ethiopian Schools and Its Limitations**

- **Education and the Mass Media**
- **How to Use the PowerPoint for Presentation**
- **Mobile Video Production and Utilization to Teach Students**
- **The Role of ICT in Education**